

6 month reporting date 02/18/06 received 03/06/06  
 9 month reporting date 05/18/06 received 05/09/06  
 Closed 05/09/06

## Scotland School District Improvement Plan/Progress Report Form

<b>Principle: Principle 1 General Supervision</b>				
<b>Present levels: Applicable ARSD 24:05:27:08. Yearly review and revision of individual educational programs.</b> Each school district shall initiate and conduct Individual Education Plan team meetings to periodically review each child's individual educational program and, if appropriate, revise its provisions. An Individual Education Plan team meeting must be held for this purpose at least once a year. The review team identified a file in which the IEP was not completed within the yearly timeline, and which lapsed over the December 1, child count deadline.				
<b>Desired Outcome(s):</b> The district will ensure each child's IEP is reviewed on at least an annual basis.				
<b>1. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>The district will devise a tracking system to monitor the due dates of IEP's and ensure all IEP's are reviewed on an annual basis.</b>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The district will devise a tracking system. <b>All IEP's will be reviewed on an annual basis.</b> <b>The funds received for the ineligible student will be returned to the SEP.</b>  What data will be given to SEP to verify this objective? <b>The district will review 100% of the files conducted during the sixth month reporting period. Special education director will report number of files reviewed and percentage that were correct.</b>	<b>By 11/05/05 and 05/05/06.</b>	<b>Special Ed Director and Special Ed Teachers</b>	<b>Continue 03/06/06</b>	<b>Met 5/9/06</b>

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Please explain the data (6 month)

**The district has returned the funds it received for an ineligible IEP student. The LEA spot checked files for this 6 month review and found that 18 of 19 files, 95%, were correct.**

Please explain the data (12 month)

**In a sampling, 11 of 11 files were found to be accurate and in compliance. 100%**

### **Principle: Principle 3 Appropriate Evaluation**

#### **Present levels: Applicable ARSD 24:05:30:05. Content of notice**

The notice must include the following: A description of each evaluation procedure, test, record, or report that the district uses as a basis for the proposal or refusal. In four out of eleven files, tests were administered that were not on the form for consent to evaluate; there was no notice given to parents about the change and therefore no consent was obtained to administer the test.

#### **Desired Outcome(s):**

The district shall ensure permission is received for all types evaluations prior to beginning the evaluation process.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

**1. The district will conduct pre-evaluation meetings to discuss types of evaluation necessary (including parental involvement) and ensure all evaluations to be conducted are on the permission to evaluate notice.**

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**6 month  
progress**  
Record date  
objective is met

**12 month  
progress**  
Record date  
objective is met

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1. What will the district do to improve? <b>The district will devise a procedural checklist to ensure all evaluations to be conducted are included on the parental prior notice.</b>  What data will be given to SEP to verify this objective? <b>The district will review 100% of the initial and re-evaluations conducted during the six month reporting period. Special education director will report number of files reviewed and percentage that were correct.</b>	By 11/05/05 and 05/05/06.	Special Ed Director and Special Ed Teachers	<b>Met          03/06/06</b>	<b>Met          3/6/06</b>
Please explain the data (6 month) <b>The district formulated and is using a procedural checklist. During the first 6 months, has reviewed 6 files inspecting the evaluation conducted. The district found 6 of 6, 100%, were complete.</b>				
Please explain the data (12 month)				
2. What will the district do to improve? <b>The special education teachers will attend a training covering the IEP process including notification, eligibility and writing IEPs.</b>  What data will be given to SEP to verify this objective? <b>Special education director will report who attended the in-service and the date attended.</b>	<b>05/05/20          06</b>	Special Ed Director and Special Ed Teachers	<b>Met          03/06/06</b>	<b>Met          3/6/06</b>
Please explain the data (6 month) <b>All three special education teachers have attended training on the IEP process 3/32/05.</b>				
Please explain the data (12 month)				

**Principle: 3 Appropriate Evaluation**

6 month reporting date 02/18/06 received 03/06/06  
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**Present levels:** Applicable ARSD 25:05:30:04 Parent participation/input into the evaluation planning process  
 A team of individuals, including input from the student's parents, determines what evaluation data is needed to support eligibility and the child's special education needs. Through interview and file reviews, the monitoring team found the staff does not consistently implement a procedure for documenting parental input.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  
 All parents will be contacted through written or personal communication to ensure they are involved in the determination of the needed evaluation.

**2. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**  
**100% of the districts IEP's will have parent input on them.**

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?  <b>The district will send parent input sheets with the prior notice for evaluation and the prior notice for the annual IEP meetings to ensure adequate parental input.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district will review 100% of IEP's since 05/05/05 P.L.O.P. sheets will be reviewed to ensure parents have been included in the process. Special education director will report number of files reviewed and percentage that were correct.</b></p>	<p><b>By 11/05/05 and 05/05/06</b></p>	<p><b>Special Ed Director and Special Ed Teachers</b></p>	<p><b>Met 03/06/06</b></p>	<p><b>Met 3/6/06</b></p>
<p>Please explain the data (6 month)  <b>Upon investigation, the district found that of 19 IEPs reviewed, 19 were in compliance, 100%.</b></p>				

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Please explain the data (12 month)				
2. What will the district do to improve? <b>If the parent input sheet is not returned, comments will be added to the IEP at the meeting.</b>  What data will be given to SEP to verify this objective? <b>The district will review 100% of IEP's since 05/05/05 P.L.O.P. sheets will be reviewed to ensure parents have been included in the process. Special education director will report number of files reviewed and percentage that were correct.</b>	<b>By 11/05/05 and 05/05/06</b>	<b>Special Ed Director and Special Ed Teachers</b>	<b>Met 03/06/06</b>	<b>Met 3/6/06</b>
Please explain the data (6 month)				
<b>Upon investigation, the district found that of 19 IEPs reviewed, 19 were in compliance, 100%.</b>				
Please explain the data (12 month)				

<b>Principle: 3 Appropriate Evaluation</b>
Present levels: <b><u>Applicable ARSD(s) 24:05:25:04 Evaluation Procedures</u></b> School districts shall ensure, at a minimum, a child is assessed in all areas related to the suspected disability and those evaluation procedures include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child. In three out of eight files checked students were not evaluated in all areas of suspected disabilities.
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The school district will ensure students are evaluated in all areas of the suspected disability.
<b>3. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> <b>The district will ensure that each evaluation needed under the suspected disability will be completed.</b>

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<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?  <b>A checklist will be used from the area of suspected disability to determine which evaluations will be completed.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district will review will review 100% of evaluations since 05/05/05 to ensure all appropriate evaluations are given. Special education director will report number of files reviewed and percentage that were correct.</b></p>	<p><b>By 11/05/05 and 05/05/06 we will send a copy of the disability checklist.</b></p>	<p><b>Special Ed Director and Special Ed Teachers</b></p>	<p><b>Met 03/06/06</b></p>	<p><b>Met 3/6/06</b></p>
<p>Please explain the data (6 month)  <b>In a sample of 6 files reviewed the district found that 6 files, 100%, contained the proper evaluations that were marked and given.</b></p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve?  <b>A functional assessment will be completed on students during each evaluation period.</b></p> <p>What data will be given to SEP to verify this objective?  <b>100% of students on new and updated IEP's since 05/05/05 will be reviewed to determine functional assessment. Special education director will report number of files reviewed and percentage that were correct.</b></p>	<p><b>By 11/05/05 and 05/05/06</b></p>	<p><b>Special Ed Director and Special Ed Teachers</b></p>	<p><b>Met 03/06/06</b></p>	<p><b>Met 3/6/06</b></p>
<p>Please explain the data (6 month)  <b>In the first 6 months 19 of 19, 100%, of the files looked at demonstrated that a functional assessment had been completed.</b></p>				

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Please explain the data (12 month)				
3. What will the district do to improve? <b>A transitional assessment will be given to students who are age 14 and up.</b>  What data will be given to SEP to verify this objective? <b>100% of students on new and undated IEP's since 05/05/05 will be reviewed to determine transitional assessment. Special education director will report number of files reviewed and percentage that were correct.</b>	<b>By 11/05/05 and 05/05/06</b>	<b>Special Ed Director and Special Ed Teachers</b>	<b>Met 03/06/06</b>	<b>Met 3/6/06</b>
Please explain the data (6 month) <b>Of our new IEPs, two of which had students of transition age, both, 100%, were given a transitional assessment.</b>				
Please explain the data (12 month)				
4. What will the district do to improve? <b>The high school special education staff will attend a transition training given by the transition liason addressing appropriate evaluation and writing of transition goals and plans.</b> What data will be given to SEP to verify this objective? <b>Special education director will report who attended the in-service and the date attended.</b>	<b>05/05/2006</b>	<b>Special Ed Director and Special Ed Teachers</b>	<b>Met 03/06/06</b>	<b>Met 3/6/06</b>
Please explain the data (6 month) <b>Our middle school and high school special education teachers have attended transition training on 10/18/05.</b>				
Please explain the data (12 month)				

**Principle: 5 Individualized Education Program**

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**Present levels: Applicable ARSD 24:05:27:13.02. Transition services**

Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. In three out of three files reviewed, the coordinated set of activities was not developed using information presented in the present levels of performance. There was no record of utilizing the student's needs, preferences or interests to develop a transition plan addressing the student's goals in this area.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure all IEP's for students age 16 and older include a coordinated set of activities and transition goals developed through the students needs identified in the present levels of performance.

**1. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**  
**100% of students age 16 years and older will have transition goals and objectives.**

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**6 month  
progress**  
Record date  
objective is met

**12 month  
progress**  
Record date  
objective is met



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<p>1. What will the district do to improve?  <b>Transition goals and objects written by the transitional special ed teacher on each new and updated IEP will be shown to another special ed teacher.</b></p> <p>What data will be given to SEP to verify this objective?  <b>A review of 100% of the new and updated transition goals and objectives will be conducted to ensure they include a coordinated set of activities and the needs are identified in the present levels of performance.</b></p>	<p><b>By          11/05/05          and          05/05/06</b></p>	<p><b>Special Ed          Director          and Special          Ed          Teachers</b></p>	<p><b>Continue          03/06/06</b></p>	<p><b>Met 5/9/06</b></p>
<p>Please explain the data (6 month)  <b>The district found that 4 out of 2 IEPs had transition goals, 8 IEPs had transition objectives written under other goals.</b></p>				
<p>Please explain the data (12 month)  <b>In reviewing, 6 of 6 files, the transition goals and objectives were recorded properly. 100%</b></p>				